California Digital High School Program — Year 4
Process Evaluation Survey — Baseline

Prepared by the Milken Family Foundation for the California Department of Education

Must be submitted on-line prior to State Level Review of application.

Section 1: Technology Plan

School technology planning should, at a minimum, be consistent with the district technology plan, district curriculum master plan, and school site improvement plan. The resulting technology plan should describe the district's vision for the use of technology to support the instructional program addressing connectivity, staff development, and student access to education technology throughout the school. A complete plan should also include evaluation components assessing performance results for students and staff, a budget that will support the complete plan, and a comprehensive implementation schedule.

1. Does your school have a formal technology plan?

Check one.

- ❑ Yes, we have a formal technology plan. *Please answer question 2.*
- ❑ No, we are in the process of developing a plan. *Please skip to question 3.*
- ❑ No, we do not have a formal school technology plan. *Please skip to question 3.*

2. a) When was your school technology plan first prepared? Year:_____

b) When was your school technology plan last revised? Year:_____

3. To what extent is your planning for school technology for the Digital High School project application related to:

Indicate extent for each item.	*Not at all*				*Very Much*
State adopted curriculum standards……	1	2	3	4	5
Local school improvement efforts like the School Improvement Plan, Focus on Learning, WASC, and district plans……..	1	2	3	4	5

4. Who is the lead project coordinator for the implementation of the DHS plan?

Check one.

- ❑ Technology director
- ❑ Teacher interested in technology
- ❑ Library media teacher
- ❑ Principal
- ❑ Assistant principal
- ❑ Other_____*(specify)*

5. In *implementing* the technology plans at your school, how difficult has it been for you to obtain each of the following?

Indicate extent for each item.	*Not difficult*				*Very difficult*
Funding……	1	2	3	4	5
Technical support……...	1	2	3	4	5
Hardware……..	1	2	3	4	5
Software……	1	2	3	4	5
Access to the Internet ……..	1	2	3	4	5
Teacher buy-in……...	1	2	3	4	5
Teacher training……...	1	2	3	4	5
Time for teacher preparation ……	1	2	3	4	5
Leadership……	1	2	3	4	5
Other_____(*Specify)*…….…	1	2	3	4	5

Section 2: Impact on Curriculum

Assessing the impact of the DHS program on the curriculum requires an evaluation of how teachers view the adequacy of their technology access in the classroom and how important they view this access. The impact is also measured by how technology is used to enhance curriculum with an eye towards its differential impact across various academic areas. Finally, it is essential to assess the curriculum goals within the specific school site and how technology has impacted these goals.

6. In order to do their jobs effectively, please indicate how adequate is teachers' current access *in the classroom* to each of the following technologies?

Indicate for each item.	*Not adequate*				*Very adequate*
Computers and related hardware……	1	2	3	4	5
Classroom management software (e.g. for grade keeping, attendance)….	1	2	3	4	5
Instructional software…….	1	2	3	4	5
On-line library catalog……	1	2	3	4	5
Internet connections……...	1	2	3	4	5
Multimedia production capabilities (includes ability for broadcast instruction, audiovisual conferencing, multimedia presentation, Development of CD-ROM or video presentations)……	1	2	3	4	5

7. To what extent do you agree with the following statements regarding current use of technology (e.g. computers and related hardware and software including Internet access) in your school?

Indicate extent of agreement for each item.	*Strongly disagree*				*Strongly agree*
We have very little or no technology currently available to run desired educational applications or programs……..……	1	2	3	4	5
Most of the technology we have is used in the administration offices……	1	2	3	4	5
Teachers have access to technology, but none is available for student use...	1	2	3	4	5
Students use technology only in a lab…….	1	2	3	4	5
Students use technology in a lab and in their classroom…….	1	2	3	4	5
Students use technology only in the library media center……	1	2	3	4	5
Students use computers mainly for word processing…….	1	2	3	4	5
The primary student-related use of technology in our school is to teach students how to use the technology itself…….	1	2	3	4	5
An important student-related use of technology in our school is to integrate it into the teaching and learning process…….	1	2	3	4	5
Students use technology to improve their basic skills with drill and practice programs…….	1	2	3	4	5
Students use technology to find information on the Internet…….	1	2	3	4	5
Curricula have been enhanced by integrating technology-based software into the teaching and learning process……..	1	2	3	4	5
Teachers in our school are trained in how to use technology on an on-going basis……	1	2	3	4	5
Teachers in our school are trained in how to integrate technology into the curriculum……	1	2	3	4	5

8. As you implement technology in your school, how important are the following goals and how far along is your school with the following goals?

Circle two on each line.	Importance *Not important*				*Very Important*	Progress *Not a goal or have not started implementation*				*Goal has been achieved*
Learning Goals										
Improving student computer/ technology literacy……	1	2	3	4	5	…… 1	2	3	4	5
Improving teacher computer/ technology literacy……	1	2	3	4	5	…… 1	2	3	4	5
Improving administration computer/ technology literacy……..	1	2	3	4	5	…… 1	2	3	4	5
Integrating technology into the curriculum…	1	2	3	4	5	…… 1	2	3	4	5
Changing instructional strategies……	1	2	3	4	5	…… 1	2	3	4	5
Improving student learning……	1	2	3	4	5	…… 1	2	3	4	5
Making learning more interesting……	1	2	3	4	5	…… 1	2	3	4	5
Making teaching more satisfying……	1	2	3	4	5	…… 1	2	3	4	5
Technical Goals										
Providing library media center with hardware and software……	1	2	3	4	5	…… 1	2	3	4	5
Providing classrooms with hardware and software……1	2	3	4	5	…… 1	2	3	4	5	
Developing a school-wide network……	1	2	3	4	5	…… 1	2	3	4	5
Improving technical support at school……	1	2	3	4	5	…… 1	2	3	4	5

9. Where do teachers in your school fall on a scale in which 1 indicates that "they believe technology is just another fad being mandated by those above them" and 5 is "a powerful tool for helping them improve student learning"?

Mandated fad				*Valuable tool*
1	2	3	4	5

10. To what extent is your school integrating technology into the following academic areas?

Indicate extent for each subject.	*Not at all*				*Very Much*
Science……	1	2	3	4	5
Mathematics……	1	2	3	4	5
History/social sciences……	1	2	3	4	5
Foreign languages……	1	2	3	4	5
English/language arts……..	1	2	3	4	5
Visual and performing arts ……..	1	2	3	4	5
Other_____(*specify*)……	1	2	3	4	5

11. To what extent are the following uses of technology integrated into the curriculum?

Indicate extent for each item..	*Not at all*				*Very Much*
Drill and practice ……	1	2	3	4	5
Productivity tools (spreadsheet, word processing, database) ……	1	2	3	4	5
Integrated Learning Systems (complete technology-based instructional resources)……..	1	2	3	4	5
Problem-based learning applications (unit specific)……	1	2	3	4	5
Desktop publishing tools ……..	1	2	3	4	5
Internet access……1	2	3	4	5	

Section 3: Staff Development/Competency

Technology training includes a range of professional development experiences; from training on the use of technology equipment and software applications to training on how to incorporate technology into the teaching and learning process. Evaluating the technology competency of the staff and the variety of approaches to enhancing this competency through staff development is essential in assessing the DHS program. It is important to identify the level of staff technical proficiency, the training needs, how much training staff has received, who has provided this training, who bears the cost, and the incentive for teachers to enhance their technical proficiency. Finally, what are the requirements for new teachers and how this increase in teaching technology proficiency impacted the job satisfaction of each teacher.

12. How many classroom teachers are in your school? _____

13. Please estimate the percentage of your teachers who use a computer outside of the school. _____%

14. Please estimate the percentage of your teachers who use a connection to the Internet outside of the school. _____%

15. Please estimate the percentage of your teaching staff that you would rate in each of the following categories of proficiency with using modern technology as an educational tool.

Totals should equal 100%

Limited or no experience – using one or two software applications for personal productivity (e.g. word processing or email)…….. _____%

Preliminary proficiency – selecting and using a variety of software applications for personal productivity, classroom management, and/or instructional support (e.g. word processing, database, spreadsheet, Internet, multimedia, and presentation software)…… _____%

Professional proficiency – selecting and using a variety of appropriate technology tools in an instructional context (e.g. integrating software and electronic resources into language arts, history, math, or science, incorporating data manipulation, analysis. Information Literacy, communication and collaboration through a variety of electronic media into lessons, use of multimedia peripherals such as digital cameras and scanners, use of technology tools for student assessment)…… _____%

Leadership proficiency – ability to serve as a technology leader at a school site or in the district (e.g. train or mentor other teachers in using technology in instruction, create training modules, developing site/district policies, technology planning)…… _____%

_____%

100%

16. Please indicate the percentage of your teaching staff who:

Indicate percentage for each item.

Use education technologies to support instruction…… _____%

Select and integrate technology-based materials into the curriculum of a particular subject/grade level……... _____%

Evaluate the educational value of technology-based materials……. _____%

Integrate the use of education technology in the design and development of student learning activities…… _____%

Identify resources for staying current with new applications for education technologies…… _____%

Use education technologies to enhance personal and professional productivity and development…… _____%

17. What is the average number of hours of formal technology training a typical teacher in your school has received in the last year?

Training on computer use, software applications, Internet use, multimedia peripherals, on-line projects…….. _____

Training on integrating technology into instruction……. _____

18. Are there formal technology training opportunities available to the following groups that are funded or paid for by your school or district?

Check one for each group.	*Yes*	*No*		*Yes*	*No*		*Yes*	*No*
Administrative staff	ÿ	ÿ	Library media teachers	ÿ	ÿ	School board members	ÿ	ÿ
Teachers	ÿ	ÿ	Students	ÿ	ÿ	Teachers aides	ÿ	ÿ
Counselors	ÿ	ÿ	Parents	ÿ	ÿ	Technical support staff	ÿ	ÿ
						Other_____(*Specify)*	ÿ	ÿ

19. How frequently do teachers pay for technology training (fees, books) themselves *rather than* have it paid for by the school or district?

Never 1 2 3 4 5 *Frequently*

20. How frequently do teachers take the training on their own uncompensated time *rather than* during the school day, or release time, or for extra pay?

Never 1 2 3 4 5 *Frequently*

21. Does your school/district provide special recognition for teachers who are trained in technology? ÿ Yes ÿ No

22. What incentives does your district/school provide for teachers who *use* technology?

Indicate for each item.	*Yes*	*No*
Salary supplement……	ÿ	ÿ
Mentor teacher designation……	ÿ	ÿ
Participation in special workshops……..	ÿ	ÿ
Release time……	ÿ	ÿ
Additional resources for their cl assroom…….	ÿ	ÿ
Positive evaluations……	ÿ	ÿ
Free or discounted computer for their own use…….	ÿ	ÿ
Free Software……..	ÿ	ÿ
Travel and/or expenses are paid for teachers who complete training…..	ÿ	ÿ
Connection to the Internet from home through the school's network…	ÿ	ÿ

23. When hiring new teachers, how important is demonstrated (performance-based) competency in computer and instructional technology?

Not Important 1 2 3 4 5 *Very Important*

24. To what extent do teachers report the following happening as a result of technology in your school?

Indicate extent for each item.	*Not at all*				*Very much*
Less time on administration/paperwork……	1	2	3	4	5
Less burn out……	1	2	3	4	5
Greater collegial interaction……	1	2	3	4	5
Improving the way classes are conducted……	1	2	3	4	5
Work is more enjoyable……..	1	2	3	4	5
Teaching is easier……..……	1	2	3	4	5

Section 4: Impact on Students

A critical aspect of the DHS program is an assessment of the current level of student proficiency in using technology as an educational tool as well as understanding the impact of technology in the classroom on the individual student.

25. Please estimate the percentage of your student body that you would rate at various levels of proficiency in using modern technology as an educational tool. *Total should equal 100%*

No experience……	_____%
Minimal experience – initial exposure to or familiarity with one or more software applications such as electronic mail, word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, and Internet search and retrieval programs…….	_____%
Beginning level skills – ability to utilize electronic mail, word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, and Internet search and retrieval programs……..	_____%
Advanced level skills – ability to use beginning level skills broadly to enrich their academic programs, to facilitate their access to learning resources, to improve their presentation of information and ideas, and to prepare them for careers……..	_____%
	_____%
	100%

26. To what extent do teachers report the following happening as a result of technology in the classroom?

Indicate extent for each item.

Behaviors	*Never*				*Frequently*
Students do more homework……	1	2	3	4	5
Students do more school work when not in school……	1	2	3	4	5
Students have improved attentiveness……	1	2	3	4	5
Students work more collegially in project-based activities……	1	2	3	4	5
Students, working on assignments, use computers outside of normal classroom hours……	1	2	3	4	5
Students use library media center resources more……	1	2	3	4	5
Students look for jobs and colleges in different ways……..	1	2	3	4	5
Job of high school counselor changes in what they provide to students……	1	2	3	4	5
Other_____(*specify*)……	1	2	3	4	5
Outcomes					
Students have better attendance……	1	2	3	4	5
Students have better grades……	1	2	3	4	5
Students have higher test scores……	1	2	3	4	5

Section 5: Technology Infrastructure and Technical Support

Technology is used in a variety of instructional settings; including the classroom and school library media center. The successful inclusion of technology into instruction requires a continued commitment to technical support and maintenance. Measuring this commitment includes identifying the number of people providing maintenance and support, and their official and unofficial roles and responsibilities. Also, educational technology is effective only when it is accessible by students and the capability of that technology spans the full range of academic areas. Consequently, it is essential to identify what computers are available, how they are maintained, where they are located, how many, who has access, and what functions are available on these computers.

27. Who provides technical support and maintenance for technology at your school?

Indicate extent for each item.	*Yes*	*No*
Teachers……..	ÿ	ÿ
Other staff hired specifically for those purposes (including computer lab teachers, computer aides)……..	ÿ	ÿ
Other staff with additional responsibilities at your school……..	ÿ	ÿ
District providers on contract or as needed……	ÿ	ÿ
Commercial providers on contract or as needed…….	ÿ	ÿ
Students……	ÿ	ÿ
Library media teacher……	ÿ	ÿ
Other_____(*specify*)……	ÿ	ÿ

28. How many FTEs does your school employ to provide technical support and maintenance?

Number of FTEs _____

29. When technology at your school breaks down, how long does it typically take to fix the problem?

Number of hours _____

30. If a teacher is experiencing technical problems in the course of an instructional activity, is there immediate technical support available? ÿ Yes ÿ No

31. What percentage of the computers in your school were: *Totals should equal 100%*

Purchased New……..	_____%
Donated New……	_____%
Purchased Used……	_____%
Donated Used……	_____%
	_____%
	100%

32. How many computer labs (rooms dedicated to computers for student use) does your school have? _____

33. On average, how many computers are in a lab? _____

34. On average, how many hours per week does each student have access to computers in a lab? _____

35. On average, how many hours per week does each student have access to computers in a classroom?

_____

36. On average, how many hours per week does each student use a computer and related technology in the basic academic courses (e.g. mathematics, English/language arts, social sciences) as opposed to courses that teach specific computer skills (e.g. keyboarding, programming, computer science)? _____

37. Does your school have a library media center that includes technology (computers, Internet access, etc.)?

ÿ Yes ÿ No ÿ In development

Section 6: Technology Funding

Implementing and maintaining education technology brings with it ongoing expenses. Even with the various federal and state programs that have provided significant resources to the effort of any school or district, the fiscal demands of education technology at the school site may be significant. Consequently, it is essential to understand the amount of resources schools are using for technology. This should include funds from federal and state programs, as well as donations from business and the value of community partnerships. How much is an individual school site spending (both in total and on a per pupil basis) and how has this funding impacted support for other programs and school site priorities?

38. What percentage of your school budget (including personnel salaries, benefits, books and supplies, services and other operating expenditures, and capital outlay) currently goes toward technology (hardware, software, infrastructure, technical support and training)?

$_____

39. Please estimate how much money your school has spent on technology in the 5 years prior to the DHS initiative (include current market value of donated goods and services). $_____

40. Where did your school obtain these funds?

Indicate for each item.

Governmental	*Yes*	*No*
State funds	ÿ	ÿ
State bonds	ÿ	ÿ
Federal funds	ÿ	ÿ
District funds	ÿ	ÿ
Local bonds	ÿ	ÿ
Other_____((*specify*)	ÿ	ÿ
Non-Governmental		
Business community	ÿ	ÿ
School community (including parents, school fundraising, student funds)	ÿ	ÿ
Foundations	ÿ	ÿ
Other_____(*specify*)	ÿ	ÿ

41. Has your school received funds from any federal technology programs prior to the 1999-2000 fiscal year?

Indicate for each item.	*Yes*	*No*
Technology Literacy Challenge	ÿ	ÿ
Star Schools	ÿ	ÿ
Blue Ribbon Schools	ÿ	ÿ
National Science Foundation	ÿ	ÿ
E-rate (amount of the funding commitment letter)	ÿ	ÿ
Other_____(*specify*)	ÿ	ÿ

42. What percentage of technology funds have gone to:

	Total should equal 100%
Teacher/staff training	_____%
Technical support	_____%
Computers	_____%
Other hardware, peripherals	_____%
Wiring	_____%
Software	_____%
Other services (e.g. on-line services)	_____%
	_____ 100%

43. How did you obtain, or where do you expect to get the matching funds that are required to access DHS monies?

Check all that apply.	Installation Grant: *Funds/contributions already received*	Installation Grant: *Funds/contributions pledged*
District	ÿ	ÿ
School surplus funds	ÿ	ÿ
Bonds	ÿ	ÿ
Business	ÿ	ÿ
School fund-raising	ÿ	ÿ
Parents	ÿ	ÿ
Community partnerships	ÿ	ÿ
Foundations	ÿ	ÿ
E-rate	ÿ	ÿ

44. Will the DHS funds and matching resources provide adequate funding for implementing your school technology plan? ÿ Yes ÿ No

45. If not, how much more money per student would you need to fully implement your school technology plan? $_____

46. Are you working with other schools, districts or others to obtain volume discounts when you:

Check one for each item.	*Yes*	*No*
Purchase hardware	ÿ	ÿ
Purchase software	ÿ	ÿ
Get training for staff	ÿ	ÿ
Get technical support	ÿ	ÿ
Obtain telecommunications services	ÿ	ÿ

Section 7: Partnerships and Communication

An essential component for the success of DHS is the development and expansion of partnerships including parents, businesses, government, foundations, and other educational institutions. It is important to assess the type and extent of the partnerships that the school site has developed and the benefits derived from these partnerships. It is also critical to understand how the communication between the school and the parents, community, other educators, and the virtual community has changed.

47. To what extent have any of the following groups been involved in providing hardware, software, infrastructure, technical support, or training?

Indicate involvement for each group.	*Not involved*				*Very involved*
Parents	1	2	3	4	5
Students	1	2	3	4	5
Business	1	2	3	4	5
Other high schools	1	2	3	4	5
Local post-secondary institutions	1	2	3	4	5
Community groups	1	2	3	4	5
Foundations	1	2	3	4	5
CTAP	1	2	3	4	5
County office of education	1	2	3	4	5
School district	1	2	3	4	5
Professional organizations	1	2	3	4	5

48. To what extent do the following uses of technology occur in your school?

Indicate extent for each item.	*Never*				*Frequently*
Community uses technology in school during non-school hours……	1	2	3	4	5
Students have access to technology during non-school hours...	1	2	3	4	5
School provides technical support to community members…..	1	2	3	4	5
Students assist community members with their technology needs……	1	2	3	4	5
Parents can contact teachers via e-mail……..	1	2	3	4	5

49. What would you like to tell us about your school's participation in the DHS program that we did not ask?